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ABSTRACT

The major objective of this elementary school consumer education unit is to help students learn how to write different kinds of sentences. Another objective is to help students understand contemporary communities, by introducing a hypothetical community called Red Rock. Topics about which students are directed to write sentences include transportation, community development, and communication skills. These topics lend themselves to integration within existing social studies as well as language arts, and/or English instruction curricula. Materials presented include teaching guidelines, objectives, directions for student activities, worksheets, tests, answer keys, and vocabulary lists. Students are involved in a variety of activities including analyzing sentences, changing sentences from statements to questions and vice versa, writing sentences of various types based on selected reading about transportation and community development, describing illustrations, providing brief answers to questions based on selected reading, diagramming sentences, and creating workbooks composed of sentences of various types about transportation. For each activity, information is presented on objectives, materials needed, questions and/or worksheets (where appropriate), vocabulary lists, and background information. Answers to all worksheets and quizzes are included in the teacher's guide. (DB)

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Teacher's Guide

RED ROCK on the MOVE

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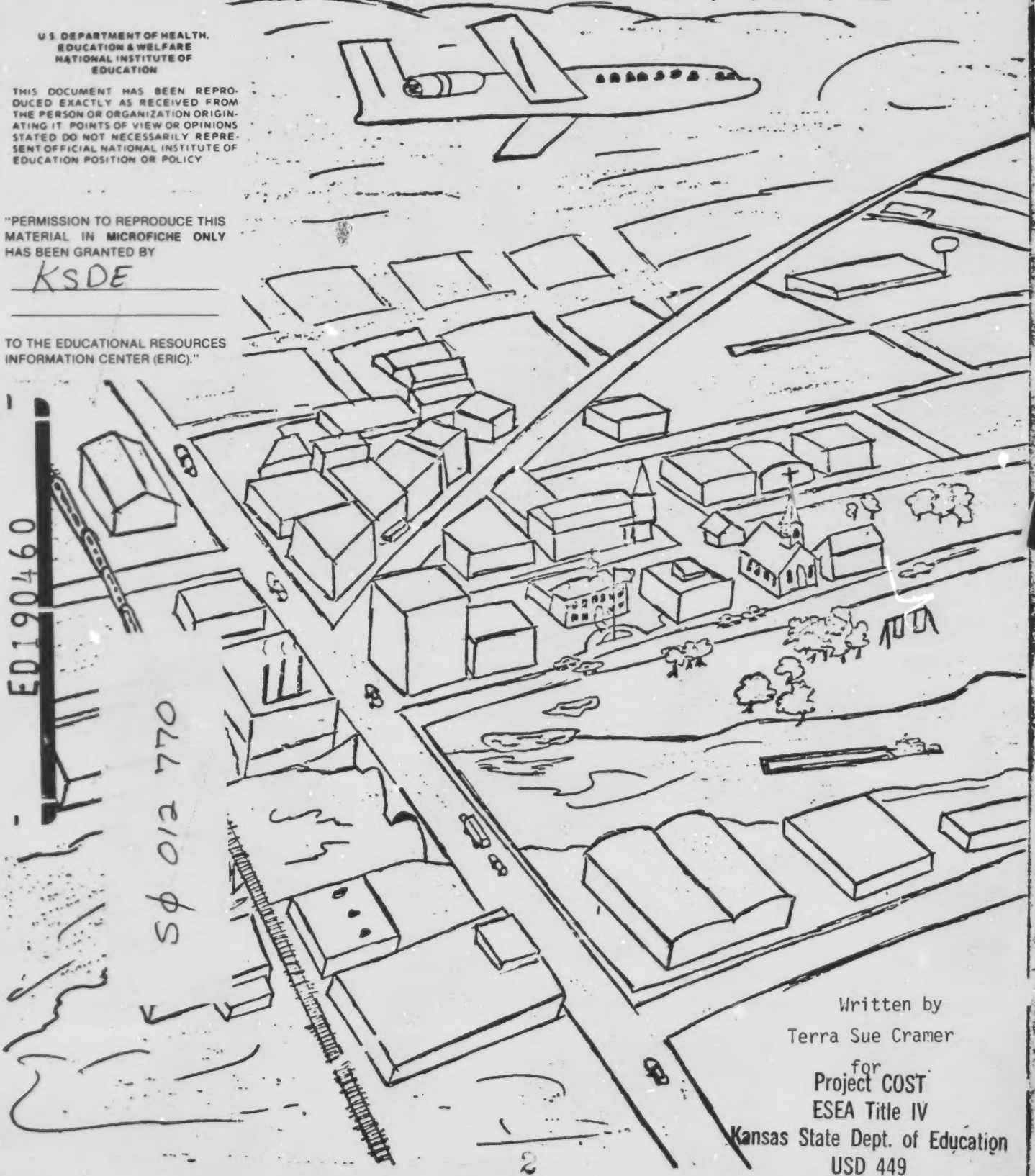

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1
Things to Remember
* Keep your work from each section together.
* Turn in all your work as you complete each section.
* Your teacher will tell you where to find the materials you will need to complete the activities.
* Do not write in the capsule.

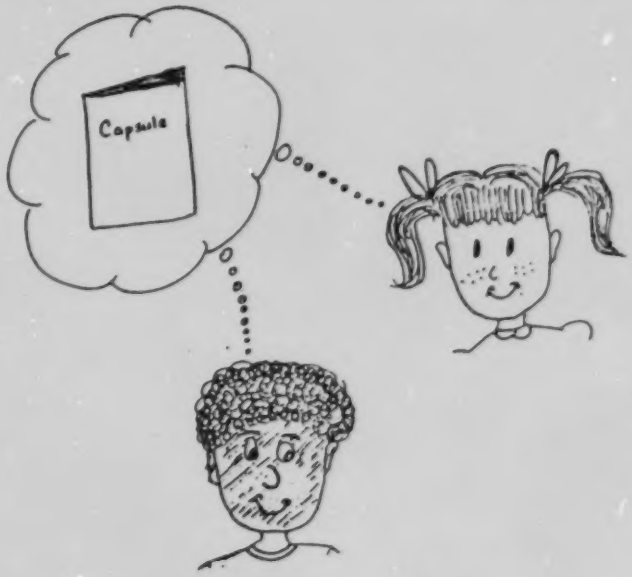
INTRODUCING THE CAPSULE

Page 1 of the student capsule is designed to help students organize their work in the capsule. If your students have not used capsules or centers before, you may have to spend some time talking about this page to the students using the capsule about assuming the responsibility for their work. A little extra time talking about these things at the beginning may make the use of the capsule go more smoothly.

You may need to reassure students that everyone may not be in the same place in the capsule or doing the same activities. Let your students know that it is all right for them to be in different sections of the capsule at any given time. Reassure them that we all learn at different rates and in different ways. They need to feel that it is all right for them to choose activities that are different from those chosen by their friends.

Have a specific place for materials that will be needed by students using the capsule. Let students know what rules you have about using these materials. Help them to accept responsibility for cleaning up when they are finished.

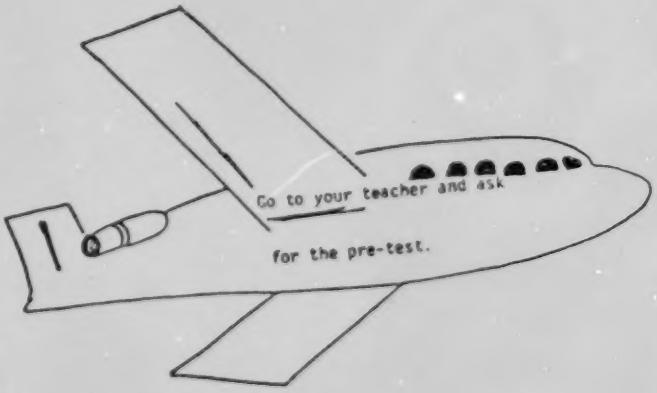
Some students may not know how to work the tape recorder. You will need to show these students how to work the equipment that they will be using in the capsule. Teaching them to do this now will help them to work independently when they begin to use the capsule.



This is a learning capsule. It contains many different activities to help you learn. There are three parts or sections in the capsule. You will not do all of the activities in each section. Sometimes you will be told which activities you are to do.

Before you begin you will complete a pre-test to see what you already know about the materials in this capsule. After you finish each section you will need to complete a self-check activity to see how well you learned the new material. When you finish the capsule, you will be asked to take a post-test.

When students have completed pages 2 and 3 of the capsule, they will be ready for the pre-test. A copy of this test is found on the next page. The pre-test will indicate to you whether or not the student needs to complete this capsule.



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Red Rock on the Move
Pre-test

Name Key Date

Underline the part of each sentence that tells who or what the sentence is about.

1. The factory sends goods to buyers.
2. Factory workers make products.
3. We will use the product.

Underline the part of these sentences that tells what happens in the sentence.

4. My mother bought some food.
5. A truck driver travels many miles.
6. The truck brings food to the supermarket.

Look at the picture below. Write two statements about the picture.

7. Responses should be
8. complete declarative statements.

Put a √ before each sentence that is a question.

___ 9. We live in the city.
✓ 10. Will Daddy take the bus to work?
✓ 11. Is Mother driving us to school
___ 12. I will walk to school
✓ 13. Did you ride the bus

Circle the words from each pair that may begin questions.

14. the (how)
15. first (which)
16. (when) this

Read each sentence. Make a question out of the sentence. Write the question on the line.

17. You are going to work.
Are you going to work? Accept other questions.
18. He worked many hours.
Did he work many hours? Accept other questions.
19. Joe rides a bike to school.
Does Joe ride a bike to school? Accept other questions.

Circle the letter of the right answer.

20. Communities use transportation to move people and things from one place to another. They do this with

a. trucks and cars only.
b. trains, but not trucks.
c. telephones.
(d.) many different kinds of transportation.

Now we will begin!

When most boys and girls are between the ages of one and two they begin to talk. Often they start with simple words like "Mama" and "Daddy". The little child soon begins to add words onto the words he already knows such as: "I want Mama" or "I see Daddy". It is a giant step in learning to use language. As children get older they begin to speak good sentences so that they can communicate with other people in their community. In this capsule you will be learning how to write two different kinds of sentences. You will also be learning about the different means of transportation that would be found in a community.

So let's get started! Yeah!

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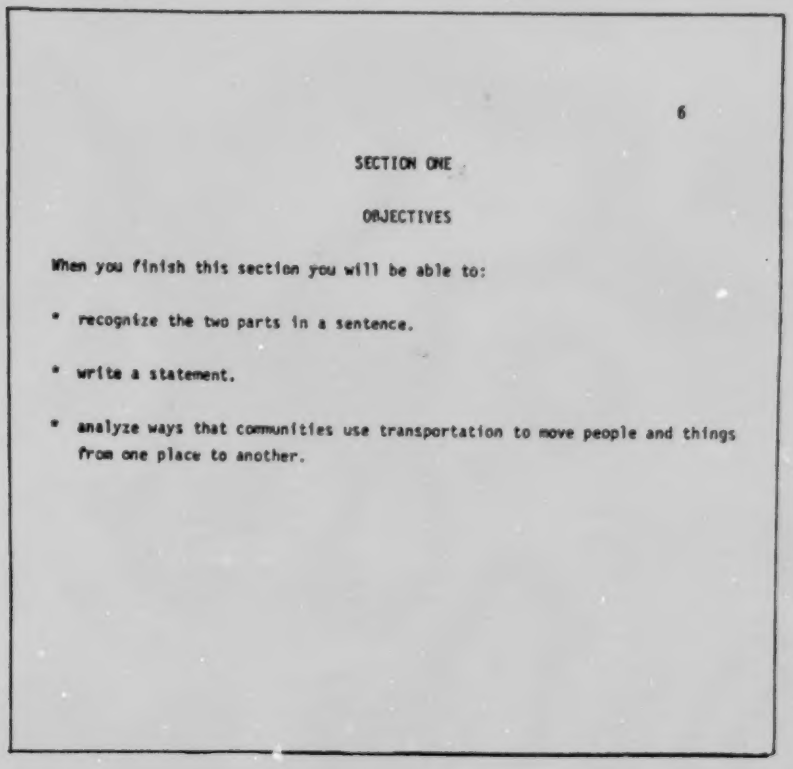


6

SECTION ONE

OBJECTIVES

When you finish this section you will be able to:

* recognize the two parts in a sentence.
* write a statement.
* analyze ways that communities use transportation to move people and things from one place to another.

OBJECTIVES

At the beginning of each section in the student capsule, you will find the objectives for that section. This has been done in order to let students know what they are going to be learning.

All of the objectives for the entire capsule have been listed below for your information.

Upon completion of this capsule, your students will be able to:

recognize the parts of a sentence.

write a statement.

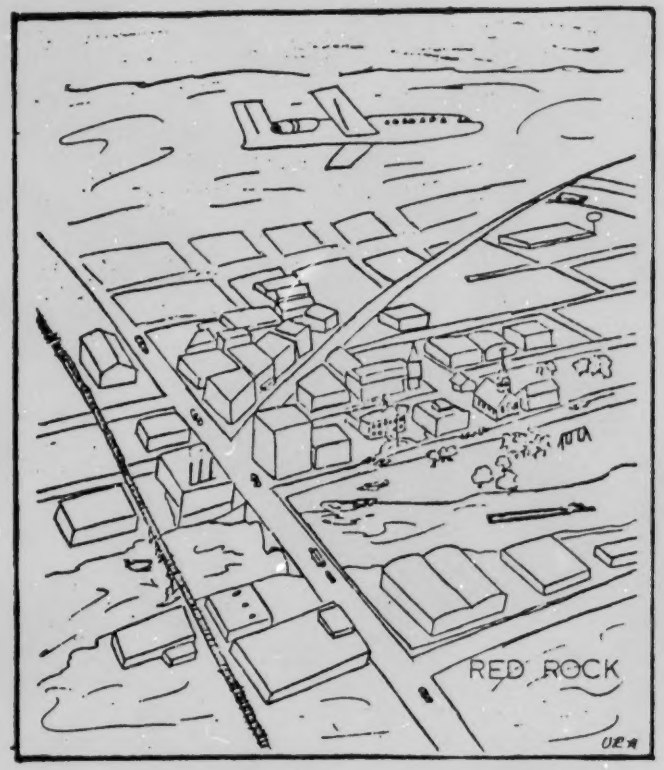
analyze ways that communities use transportation to move people and things from one place to another.

recognize that a question is a sentence that asks something.

recognize words that questions begin with.

write questions from a statement.

7



This is the community of Red Rock. It is a busy city. Many people live and work here. They depend on others for transporting many of the things they need. If you lived here you might buy food at a grocery store. You might go to a department store for clothing. Your parents might ride a bus to work. They might work in a factory that makes ice cream. You might drive a truck that carries the ice cream to stores in Red Rock and other cities.

You see, transportation is important in two ways. The first way starts with you! How did you get to school this morning? Some of you might have walked or ridden you bicycle. Others of you might have been driven in a car by your parents. The bus driver might have picked up some boys and girls living a farther distance from school. Whether it happened by walking or riding in a car or bus, you all depended on transportation for getting you to school today. You also depend on transportation for the carrying or transporting of goods from producer to consumer. For example, the farmer has to have a way of transporting his crops (goods) to the grocery store for you the consumer. Look at the jeans that you have on now. First they were made by a company who makes jeans. Then they were delivered to the clothing store where you bought them. What kinds of transportation do you think it took for the jeans to get from the person who made them to you today? If you think by means of trucks or railroad, then you are probably right! Good, now you are getting the idea about the means of transportation.

Because you depend on others for the things you need, it is important to be able to communicate. You have to be able to tell the man at the grocery store what you need. You must tell the person at the clothing store which jeans you like. The bus driver must tell your parents how much it costs to ride the bus. Your parents must be able to talk with the other people who work with them at the factory. The truck driver must be able to tell the grocer what flavor of ice cream he is delivering.

These are the things you will be learning about in this section--communication skills and transportation.

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Here are some activities that will help show you the two parts of a sentence.

FIRST PART	SECOND PART
Daddy	is working at the factory.

Do all of the activities marked with a star * and choose two other activities.

*1. Look very carefully at the picture titled "Red Rock" in the English Center. Then complete the four activities using your pencil and Worksheet #1. (1) Make up at least three sentences about the buildings you see in this picture. (2) Make up two sentences describing what it would be like to live in this city. (3) Make up two sentences telling about the kinds of transportation you see. (4) Look closely again at the banks of the river. Write a sentence telling why this town was named Red Rock.

*2. At the English Center listen to the tape, "This Is a Statement" and use Worksheet #2 along with it.

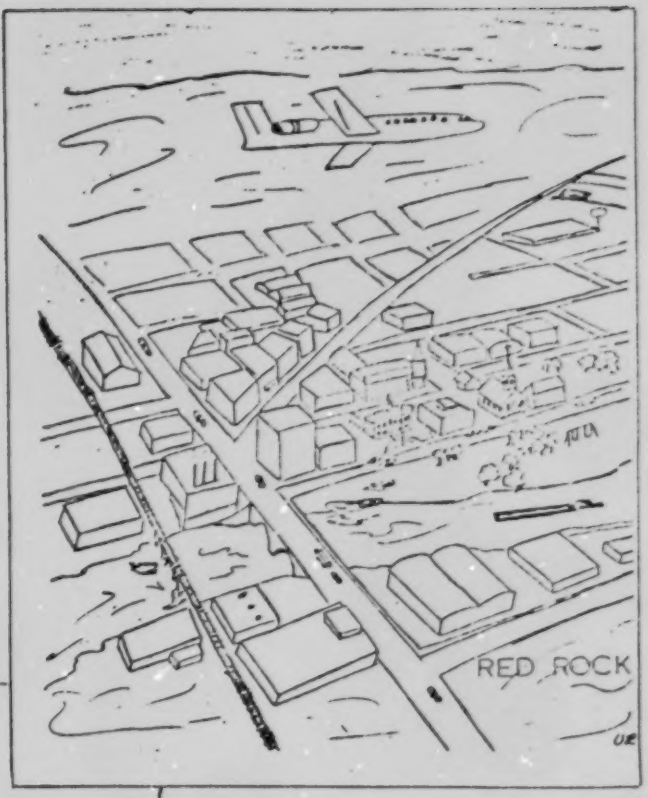
Activity 1 is a a required activity. A copy of the picture card and the worksheet can be found on the next page.

Activity 2 is a required activity. A copy of the tape script and the worksheet key can be found on pages 10-12 of this guide.

Section One
Activity 1

Materials: picture card, "Red Rock", Worksheet #1, pencil

The student is told to use the picture to complete Worksheet #1. Worksheet #1 is shown below to help you see what the student is to do.



Picture Card, "Red Rock"

Section 1

WORKSHEET #1

Name _____ Date _____

Look at the picture of Red Rock as it looks today. What can you notice about the city?

1. Make up at least 3 sentences about the buildings you see in the picture.

_____

_____

_____

2. Make up 2 sentences describing what it would be like to live in this city.

_____

_____

3. Make up 2 sentences telling about the kinds of transportation you see.

_____

_____

4. Look closely at the banks of the river. Write a sentence telling why this town was named Red Rock.

_____

_____

Section One
Activity Two

Boys and girls, you are listening to Section One, Activity 2: This Is A Statement. You will need Worksheet #2 and a pencil. If you need to do this, you may turn the cassette player off until you get all of the supplies needed. Then you may turn the recorder on again.

We are ready to begin the activity, This Is a Statement. We will be learning what a statement is. (Pause)

A sentence has two main parts. You can see the two parts on your worksheet. Listen carefully and follow along as I tell you about the two parts to a sentence. The first part of the sentence is "The pilot". With your pencil point to "The pilot". (Pause) Now underline the words. (Pause) The pilot is a person. Now point to the second part of the sentence. It says, "flew a plane". Let's underline "flew a plane" twice. (Pause) The second part of the sentence tells what the pilot did-flew a plane.

A sentence that tells something is a statement. At the bottom of your worksheet you will find the word, "statement". Underline the word,"Statement". (Pause) The first part of a statement usually names a person or thing, such as the pilot. The second part of a statement tells something about the first part. It answers what the pilot did-flew a plane.

TURN TO THE SECOND PAGE OF YOUR WORKSHEET. (Pause)

A sentence like, "The boat floated down the stream", has two main parts also. With your pencil point to the first part of the statement, "The boat". (Pause) Underline "The boat". (Pause) The boat is a thing. The first part of a statement usually names a person, a place or a thing. Now point to the second part of the sentence. The second part is, "floated down the stream". (Pause) Underline it twice. (Pause) It tells what the boat did. The second part of a statement tells what the boat did.

A sentence like, "The pilot flew the plane" is a statement. The sentence, "The boat floated down the stream" is a statement, too. Each of these sentences tells something.

The second part of a statement needs at least one word like: have or has, will, are, live, is or was, works, go or goes, went, can. Okay, let's say these words together. Say them with me. They are on your worksheet: have or has, will, are, live, is or was, works, go or goes, went, can.

We are ready for the activity. TURN THE PAGE. (Pause) Listen carefully to the next ten sentences! You are to read along and draw a slash mark between the first part and the second part of each sentence. Let's do the first one together.

Look at the sentence in the box. Read along to yourself as I read the sentence aloud. "A city is a group of communities". Do you see the slash mark between the two main parts of the sentence? Make a slash mark like this between the two main parts of sentence number 1. Do #1, and I'll wait for you to finish. Do it now. (Pause)

Let's check #1. The sentence says, "Many people live in a city". If you put a slash mark between "People" and "live" then you've done #1 correctly. Now put a slash mark between the two parts of #2. (Pause)

Sentence #2 says, "Many people have jobs in the city". Did you put the slash mark between "people" and "have"?

If you are still having trouble putting the slash marks in the right place, stop the tape and see your teacher for help. (Pause)

Let's go on. I will read the sentences in each of the other examples. Then I will wait for you to put the slash mark between the two main parts of the sentence.

3. They travel to work in their cars. (Pause)
4. My neighbor works in a factory. (Pause)
5. The factory sends its products to people. (Pause)
6. Ships travel from ocean ports. (Pause)
7. Products are shipped from ocean ports. (Pause)
8. Trucks carry freight to stores. (Pause)
9. Men unload freight from the trucks. (Pause)
10. Railroads take products to cities far away. (Pause)

Great you have almost finished Worksheet #2. As you check through your paper, go back and underline the first part of each sentence <u>once</u> and the second part twice. Is your slash mark plain to see?

After you have checked your paper very carefully, get the self check for Section One, Activity 2 from your teacher. Hand both copies in when you finish. Turn the tape off and get the self-check now.

Section 1

ACTIVITY 2

Worksheet #2

Name Key Date

THIS IS A STATEMENT

A sentence has two main parts. You can see the two main parts below.

FIRST PART	SECOND PART
The pilot	flew the plane.

The first part of the sentence is The pilot. The pilot is a person. The second part is flew a plane. It tells something about the first part. It tells what the pilot did -- flew a plane.

A sentence that tells something is called a statement. The first part of a statement usually names a person or thing. The second part of a statement tells something about the first part.

STATEMENT

A sentence like The boat floated down the stream has two main parts also.

FIRST PART	SECOND PART
The boat	floated down the stream.

The first part is The boat. The boat is a thing. The second part is floated down the stream. It tells what the boat did.

A sentence like The pilot flew a plane is called a statement. The sentence The boat floated down the stream is a statement, too. Each one of these sentences tells something.

The second part of a statement needs at least one word like:

have or has	live	go or goes
will	is or was	went
are	works	can

Key to student Worksheet #2

A city / is a group of communities.

1. Many people / live in a city.
2. People / have jobs in the city.
3. They / travel to work in their cars.
4. My neighbor / works in a factory.
5. The factory / takes its products to people.
6. Ships / travel from ocean ports.
7. Products / are shipped from ocean ports.
8. Trucks / carry freight to stores.
9. Men / unload freight from the trucks.
10. Railroads / take products to cities far away.

11

3.

You may make a book about the imaginary city of Red Rock. At the English Center look carefully at picture cards #1 and #2. Take a paper booklet from the center. Make a title for chapter 1. Write as many sentences as you can to tell about the pictures. Draw pictures about the sentences. Show your book to your teacher when you have finished.

4.

Begin a word list in your booklet by looking up these words in the dictionary:

1. community
2. city
3. job
4. factory
5. product
6. transportation

Write the word and its definition on the lined paper in the booklet.

5.

Write sentences in your booklet using the words from activity 4.

All of the activities on this page require the student to use the booklet from Activity 3. They are optional, but you may wish to require that Activity 3 be done.

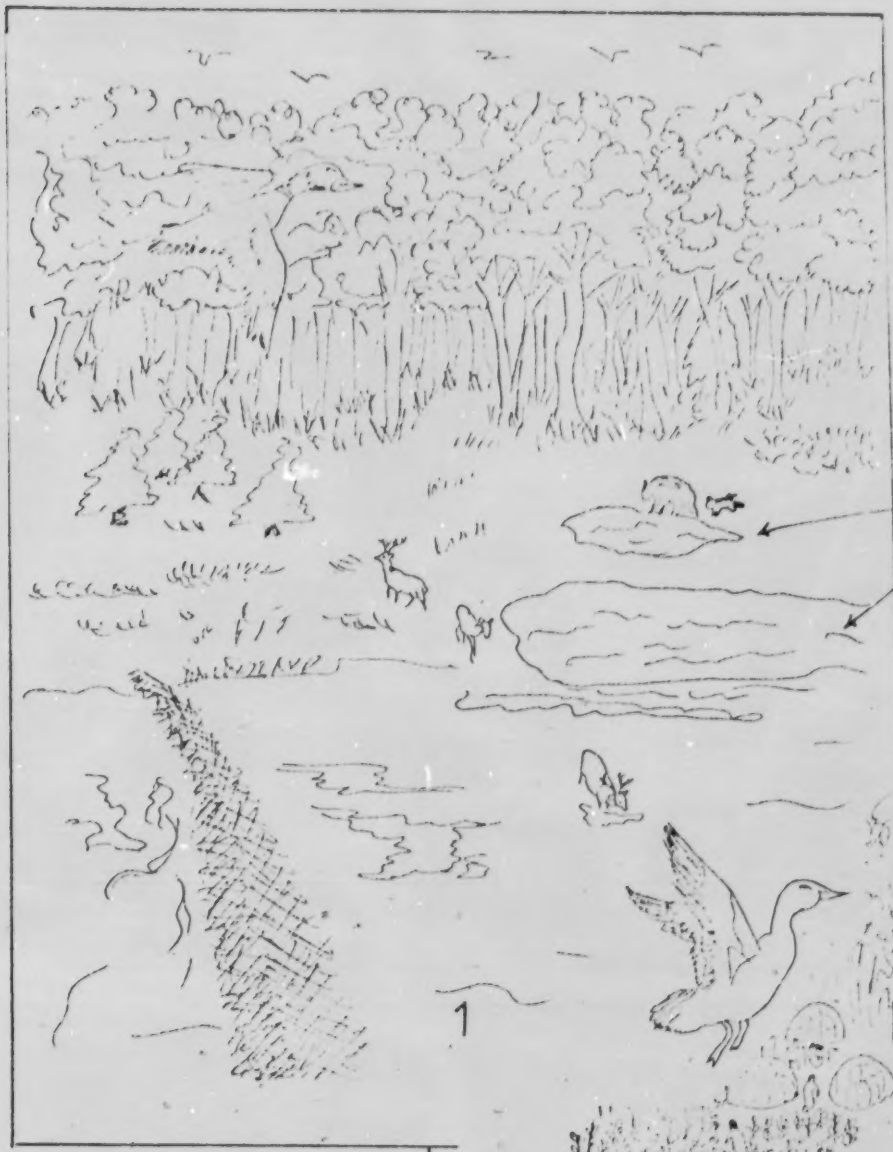
Constructing Booklets

Materials: lined writing paper, drawing paper, construction paper, picture cards #1 and #2.

The teacher will need to provide individual booklets for students or have students make their own. Each booklet should contain at least 6 sheets of lined paper and 5 to 6 sheets of drawing paper. Covers for the books may be made from construction paper reinforced on the inside with cardboard. Insert the lined paper for writing sentences or drawing paper for illustrations. Staple them together along the left side. Students may decorate their covers with original drawing or paper cutouts of various forms of transportation.

Copies of the two picture cards may be found on the following page.

You may wish to color the large picture cards that your students will be using. Be sure to make the large rocks by the river red.



12

*6.

Make a bulletin board display of CITIES AROUND THE WORLD.
(1) Use pictures from magazines, newspapers, or travel posters.
(2) Labels of cardboard or construction paper should be used to tell about the city. (3) Use a flat world map to show where the city is located. Use a straight pin with a paper marker to show where the city is on the map. (4) Now go the the English Center and find Worksheet #3. Look at the cities listed on your worksheet and find them on your map. If you were in charge of moving goods from Town A to Town B list on your worksheet all of the forms of transportation that you could use. Do the same for all of the other cities on the worksheet. Think of as many forms of transportation as you can.

Activity 6 is a Quest activity. Students who are interested in going beyond the scope of the material in this capsule should be encouraged to complete the activity.

Materials needed: magazines, newspapers, travel posters, flat world map, straight pins (colored heads are neat) cardboard or construction paper, Worksheet #3 (See key on following page.)

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Section One
Activity 6
Worksheet #3

Name Key Date

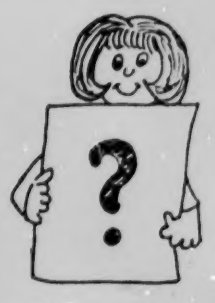
Use the maps and globes in your room to help you fill in this chart.

Pretend that you are moving from the first city in each block below to the second city in the block. What forms of transportation could you use to get goods and services from the first city to the second?

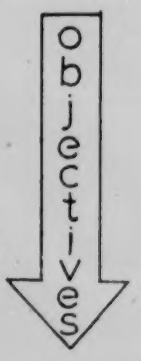
CITIES	FORMS OF TRANSPORTATION YOU COULD USE
From New York, New York to Boston, Massachusetts	car truck plane bus motorcycle
From Detroit, Michigan to San Francisco, California	car truck plane bus motorcycle
From Dallas, Texas to Fort Worth, Texas	car truck bus plane bike motorcycle
From Kansas City, Missouri to Mexico City, Mexico	car truck bus plane motorcycle
From Oklahoma City, Oklahoma to Tokyo, Japan	plane ship (part of the way)
From 19 Spruce Street to 20 Spruce Street	walking
From Springfield, Virginia to Richmond, Virginia	car bus truck motorcycle
From Cleveland, Ohio to London, England	plane ship
From St. Louis, Missouri to Leavenworth, Kansas	car truck bus bike motorcycle
123 N. Street in Maryville to 18 S. Street in Maryville	bike walking car motorcycle

Section 2

Let's find out what a question is...



You learned that a sentence is a statement. It tells something. Another kind of sentence is a question. A question asks something. You use questions when you need to find an answer to something. If you ride the bus to school you might need to ask what time the bus will pick you up. If you find just the pair of jeans that you wanted you would need to ask how much they cost. If a grocery store orders ice cream the factory needs to ask how much ice cream his store needs. Truckers taking the ice cream to the store might need to ask the address. In this section we will be learning to ask questions so that we can communicate better. We will also be learning more about transportation.



Now you are ready for the next section!

When you finish this section you will be able to:

* recognize that a question is a sentence that asks something.
* name words that questions begin with.
* write questions from a statement.

Activities

Here are some activities to help you learn about questions.

DO ALL OF THE STARRED * ACTIVITIES AND TWO OF THE OTHER ACTIVITIES.

*7. Go to the English Center and find the tape, "Finding Out About Questions, Part 1". Then take Worksheet #4 and get ready to listen and follow directions.

We have learned that trucks bring goods to us. People who drive trucks are called truckers. Truckers have a language all their own. If you have a CB radio you probably know some of the words in their language. At the English Center you will find a CB Lingo Dictionary. Lingo means language. Use the dictionary to help you complete these activities.

*8. Listen to the tape, "Convoy" by C.W. McCall. Use the tape to complete Worksheet #5. If your teacher does not have this tape use the CB Lingo Dictionary to complete the worksheet.

*9. Use the CB Lingo Dictionary. Write at least 12 questions using CB lingo. Write your questions on tablet paper. Do not forget that questions begin with a capital letter and end with a question mark.

10. Complete the Word Search on Worksheet #6 by using the list of words from Worksheet #5.

*11. Go to the English Center and find the tape, "Finding Out About Questions, Part 2". Then take Worksheet #7 and get ready to listen and follow directions.

Activity 7

A copy of the script to the tape, "Finding Out about Questions, Part One" and an answer key for Worksheet #4 may be found on pages 20-24 of this guide.

Activity 8

A copy of the CB Lingo Dictionary may be found on page 37 of this guide. The key to Worksheet #5 is found on page 25 If you have a copy of the record, "Convoy", by C.W. McCall use this with Activity 8.

Activity 9

The CB Lingo Dictionary is found on page 37 of this guide.

Activity 10

A key to this activity is found on page 25 of this guide.

Activity 11

A copy of the script to the tape, "Finding Out About Questions, Part 2" and the key to Worksheet #7 may be found on pages 26-28 of this guide.

Tape Script 2 - Finding Out About Questions-Part One

Section Two
Activity 7

In this activity you will need Worksheet #4 and a pencil. Turn the cassette player off until you have your materials with you. (Pause)

We are going to find out in this activity what a question is. You know that this sentence is a statement. It tells something.

Daddy is working.

Is the next sentence a statement?

Is Daddy working?

Of course it is not a statement. It's a question. Many questions begin with words like: is, are, have, do, will, would. Let's say these words that begin many questions together: is, are, have, do, will, would.

We are going to change the first word of some statements to make them questions. You will need to remember that all questions begin with capital letters and end with question marks. Look at the examples in the box at the bottom of the page. Listen and follow along as I read the examples to you.

Statement: The factory is on the corner. The sentence is a statement because it tells something.

We can make this same statement into a question. Question: Is the factory on the corner? You can easily make a question from a statement by changing the order of some of the words. If you make a question from a statement you will be asking something instead of telling something. You will use a question mark to end the sentence instead of a period. The question begins with a capital letter, just as a statement does.

Turn the page.

Tape Script 2- Finding Out About Questions-Part One

We are going to make the examples below into questions. We will do the first few together. You can see how easily this is done by listening carefully. Sentence #2 says, "The man is bringing milk to the factory". You want to make the statement into a question. In the sentence below you see a blank space and then the words, "the man bringing milk to the factory?" Do you see the word, "Is" in parenthesis? Point to the word, "Is". (Pause) Write the word, "Is" in the blank space and look at the sentence. (Pause) You have made a question. Is the man bringing milk to the factory? Did you write capital I-s (spell it)? (Pause) Also notice the question mark at the end of the sentence. Circle the question mark.

Let's look at number three. It says: Workers are going to make ice cream. This sentence is a statement. Look at the sentence below it. "Blank the workers going to make ice cream?" (Say question mark.) (Pause) You see the word, "Are" in parenthesis. With your pencil, point to the word Are. Okay, make the statement into a question (Pause) If you had capital A-r-e the workers going to make ice cream (question mark) then you have completed it correctly. (Pause)

Look at number four. Different flavors will be made. (Pause) Point to the word Will in parenthesis. Think: how will I use the word Will in the sentence to make a question. (Pause) Try it. I'll wait for you. (Pause) If you had, capital W-i-l-l different flavors be made (question mark), then you are doing great!

Look at number five. Workers have loaded ice cream on the truck. Point to the word Have in parenthesis. Make the next sentence into a question. (Pause) Capital H-a-v-e the workers loaded ice cream on the truck (question mark).

Isn't it simple to make a question from a statement by looking carefully at the words from the sentence?

I want you to complete the next 10 sentences on your own. Keep in mind the words that need to come at the beginning of the sentence to make a question.

Tape Script 2- Finding Out About Questions-Part One

Look first for these words in the sentence. (Pause) When you complete the sentences and have checked your paper, ask your teacher for the self-check. Return both copies when you are through.

STOP! Turn the cassette off .

Section Two
Activity 7
Worksheet #4

Name _____ Date _____

What Is A Question?

Use this worksheet with the tape, "Finding Out About Questions, Part One".

We are going to find out in this activity what a question is. You know that this sentence is a statement. It tells something.

Daddy is working.

Is the next sentence a statement?

Is Daddy working?

Of course it isn't a statement. It is a question. Many questions begin with words like:

Is	Have	Will
Are	Do	Would

We are going to change the first word of the statements on the next page to make them questions. But first let's do one together. Notice that all questions begin with capital letters and end with question marks.

1. The factory is on the corner.

The first one goes like this:

Statement: The factory is on the corner.

Question: Is the factory on the corner?

A key for the entire worksheet is included for your information. The self-check is an answer key for students to use in checking their own work on the last ten sentences.

2. The man is bringing milk to the factory.
   Is the man bringing milk to the factory? (Is)

3. Workers are going to make ice cream.
   Are the workers going to make ice cream? (Are)

4. Different flavors will be made.
   Will different flavors be made? (Will)

5. Workers have loaded ice cream on the truck.
   Have the workers loaded ice cream on the truck? (Have)

STOP! You may turn off the cassette and complete the next 10 on your own.

6. A man is driving the truck to the city.
   Is a man driving the truck to the city?

7. The ice cream will be taken to the grocery store.
   Will the ice cream be taken to the grocery store?

8. The factory workers have gone home.
   Have the factory workers gone home.

9. Some workers are going home in cars.
   Are some workers going home in cars?

10. All people do not leave by bus.
Do all people not leave by bus?

11. The family will have ice cream for dessert.
Will the family have ice cream for dessert?

12. The factory worker is taking a trip.
Is the factory worker taking a trip?

13. They are visiting a city far away.
Are they visiting a city far away?

14. They have flown in an airplane on their trip.
Have they flown in an airplane on their trip?

15. A taxi has taken them from the airport to a motel.
Has a taxi taken them from the airport to a motel?

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Section 2
Activity 8
Worksheet #5
CB Lingo Chart

Name key Date _____

These words are in the song, "Convoy": They are also in the CB Lingo Dictionary. Can you find out what they are? The VOWELS are missing. - Fill in the missing vowels. Remember-vowel letters are A, E, I, O, U.

1. r u bber d u ck
2. g o o d b u ddy
3. c o nv o y
4. b e a r
5. br e a ker
6. t e n f o u r
7. ch o ppers
8. sh o re
9. c a b
10. c o py
11. m i cro-b u s
12. m i lem a rker
13. n e gatory
14. p u t the h a mmer d o wn
15. r e efer
16. sm o k e y
17. t a nker
18. t o ll
19. tr u ckers
20. b u gs on the b u mper

Name key Date _____

Can you find the twenty words that you found missing vowels for. Find the words from Worksheet #5 in this word search.

T	O	L	L	B	C	P	R	A	K	R	X	C	V	L	D
H	A	F	V	C	C	U	D	L	M	R	O	V	K	C	L
B	U	G	S	O	N	T	H	E	B	U	M	P	E	R	X
E	D	R	V	N	Z	T	S	R	E	P	P	O	H	C	O
A	R	M	T	V	T	H	R	Y	E	K	O	M	S	O	N
R	L	I	A	O	C	E	R	E	E	F	E	R	Y	P	P
E	F	L	N	Y	D	H	E	R	L	Y	M	R	R	Y	N
C	H	E	K	D	L	A	S	V	M	W	S	I	O	T	H
D	O	M	E	D	T	H	A	S	H	O	R	E	T	A	B
C	O	A	R	U	N	M	E	T	Z	U	E	N	A	W	V
R	U	R	U	B	B	E	R	D	U	C	K	N	G	S	H
G	U	K	R	D	K	R	B	P	B	A	C	Q	E	T	U
L	H	E	B	O	N	D	C	S	T	R	U	U	N	S	K
L	R	R	N	O	P	O	D	M	I	C	R	O	B	U	S
E	D	A	N	G	E	W	R	C	M	N	T	K	S	T	O
R	C	K	V	T	E	N	F	O	U	R	D	B	L	E	K

Section 2
Activity 11
Tape Script #3- Finding Out About Questions-Part Two

Let's review again some of the words that are used at the beginning of sentences to make questions: is, was, did, does, would, have.
Let's say these words together: is, was, did, does, would, have.

In this tape you are going to see that some words can be placed in front of the words that you just said aloud to make questions.

Let's look at some examples together:
Why is he driving? Underline the word is. The word is asks a question. The word why is placed in front of is to help you find out something more about the sentence. Circle the word why.

When was he driving? Underline the word was. Was helps to ask a question in the sentence. The word when is placed in front of was because it is asking a more specific question: When was he driving? Circle the word when.

Look at the next example: Where did he drive? What two words ask the question in the sentence? (Pause) Did you answer where and did? Underline the words where and did because they ask the question.

How does he drive? Go ahead-underline the words that ask the question.(Pause) How and does should be underlined to ask the question, "How does he drive?"

Good! Have you noticed the capital letters that begin the sentences and the question marks that end the sentences?

Let's look at the next example. Who drove for the factory? Now underline the word or words that ask the question. (Pause) Did you underline who and drove? Who asks the question, "Who drove for the factory?"

The next sentence asks, "What was driven?" Underline the word or words that ask the question in the sentence. (Pause) Sure! The words what and was ask

the question, "What was driven?" Have you underlined what was?

Are the sentences we just read questions? Do the first word or words help you to find out what the sentence is asking? If you answered, "Yes" to both of these questions, you are correct! You are doing just great!

Pay careful attention to the words at the beginning of each sentence and the punctuation at the end of the sentence.

Turn the page. Try these sentences on your own. When you finish, show your work to your teacher. Turn the cassette off and finish your worksheet.

Section Two

Activity 11

Worksheet #7

Finding Out About Questions-Part Two

Name Key Date _____

Is Was Did Does Would Have

In this question, a word is placed in front of is.

(Why) is he driving?

(When) was he driving?

Where did he drive?

How does he drive?

Who drove for the factory?

What was driven?

Are the sentences above questions? Does the first word help you find out?
If you answered, "yes" to both of these questions, you a[illegible]

* *

STOP!!! Turn the cassette off. Try these on your own.

(1) Read each sentence below carefully. (2) Underline the first word of each sentence. (3) If the sentence is a question write YES in the blank beside it.

1. Did Alice go to work today? yes
2. Was the factory in the city? yes
3. How did he get to work? yes
4. When did he deliver the ice cream? yes
5. Where did the driver take the ice cream? yes
6. Did he take it to the grocery store? yes

~ ~ ~ ~ ~ ~ ~ ~

A sentence that asks something is a question. Questions and statements usually don't begin the same way. Remember, questions may use these special words:

why	how
when	who
where	what

12. Let's put all the things we've learned together. Worksheet #8 will help you do this.

13. Use magazine pictures to make a collage showing trucks or other kinds of transportation. Draw the outline of a truck on a piece of construction paper. Find pictures of different kinds of trucks in magazines. Cut them out and glue them inside the picture of the truck. The pictures may overlap and use up all of the space.

*14. Do Worksheet #9. See how much you have learned! Give your paper to your teacher when you are done.

15. Listen to the tape "Red Rock Long Ago". Look at Worksheet #10. Complete these activities. (1) Write three good questions about each picture on the lines below the picture. (2) Draw scenes to place these buildings in. (3) Hand this in to your teacher.

16. Do Worksheet #11. Write a question with

why	how
when	who
where	what

Here is your word list:

wagon	trading post
teepee	horse
school	car
train	gasoline station

Activity 12

This activity is a review of the concepts taught in this capsule. Students' work on this worksheet will give you an indication of which students have mastered these concepts. A key is found on page 30

Activity 13

Students will need magazines and newspapers for cutting. They will need scissors, glue and construction paper.

Activity 14

Make a chart like the one below on poster paper. Students will fill in the chart as they complete activity 14. Use the completed chart to stimulate discussions on why people use public transportation or carpooling. A copy of the key to Worksheet #9 may be found in this guide on page 31.

NAME	HOW YOU ARRIVED AT SCHOOL	WHY YOU CAME THAT WAY

Activity 15

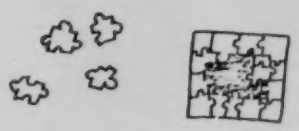
A copy of the script and Worksheet #10 will be found on pages 32-33.

Activity 16

A key to Worksheet #11 may be found on page 34.

Section 2
Activity 12
Worksheet #8

Name Key Date _____



Let's put the pieces together. You will remember that a sentence has two parts. Here is a sentence. Can you find the two parts? Draw a line between the first part and the second part of this sentence.

We have learned many things about transportation.

We have talked about many kinds of transportation which are important to consumers. List 5 kinds of transportation on the lines below.

1. any 5 kinds of transportation
2. are acceptable.
3. _____
4. _____
5. _____

We have studied two kinds of sentences, statements and questions. Look at the sentences below, put "S" beside the sentences that are statements and "Q" beside the sentences that are questions. You will also need to put capital letters and the correct ending mark at the end of the sentences.

S 1. All consumers need transportation.
Q 2. Do the people who live in red rock communicate with each other?
Q 3. Where will the worker take the ice cream?
S 4. The family is taking an airplane on their trip.
S 5. The lady will ride a bus to the factory.
Q 6. How will I get to school?
S 7. The freight will be unloaded from the train.
Q 8. When will the truck driver arrive?
S 9. Our grocer sells many products to us.
Q 10. Will you buy new jeans?

Hand your paper in to your teacher when you are finished.

Section 2
Activity 14
Worksheet #9

Name Key Date _____

Here are some questions. Write one or two statements which answer the questions.

1. Why do consumers need transportation? Consumers need transportation to move goods and services. (Answers may vary.)

2. Why must people communicate with each other? People communicate in order to share ideas. (Answers may vary.)

3. In what ways do people in cities depend upon each other? All of us do not produce everything we consume. We need others to get the things we need.

Your teacher has a chart of the different ways that all of the people in your room came to school this morning. Mark the chart to show how you came to school.

Hand in this activity when you complete the worksheet.

Section 2
Activity 15
Script for Tape # 4-Red Rock Long Ago

For this activity you will need Worksheet #10 and a pencil. Turn the cassette off until you are ready to begin. (Pause)

Ready to go? Listen carefully to this story about Red Rock long ago.

Long, long ago before our country became a nation there were no cities here. Many trees covered the land. Many kinds of animals lived here, such as raccoons, rabbits, foxes and squirrels. The animals discovered that this was a good place to live. The land was mostly flat and covered by trees and grass. A river flowed near the land. Many animals came to drink from the clear water.

The only other inhabitants were a group of Indians. Families usually lived together in a group called a tribe. They would work together daily. The women of the tribe could be seen cooking over an open fire, planting corn and caring for their children. The men could be seen making canoes, hunting animals, and scraping hides. The children could be seen playing games or helping the adults.

The Indians liked their home and decided to give it a name. It became known as Red Rock because there were two big red rocks by the edge of the river.

Now that you have learned about Red Rock long ago, you are ready to do Worksheet #10. Follow the directions on the worksheet. When you finish, give the worksheet to your teacher.

Turn the cassette off.

Section 2
Activity 15
Worksheet #10

Name _____ Date _____

1. Listen to the tape, "Red Rock Long Ago".

2. Use the special words to write questions about Red Rock long ago. . Try to write at least 3 under the space by the special word that asks the question.

WHY

1. Answers will vary
2. _____
3. _____

WHEN

1. _____
2. _____
3. _____

WHERE

1. _____
2. _____
3. _____

HOW

1. _____
2. _____
3. _____

WHO

1. _____
2. _____
3. _____

WHERE

1. _____
2. _____
3. _____

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Section 2
Activity 16
Worksheet #11

Name Key Date _____

Write three good questions about each of the pictures below. Use the lines below the picture for your questions. These pictures show people who bring goods and services to the people of Red Rock. Draw pictures to place the people in. Remember: Use capital letters and questions marks on your questions.

1.

Answers will vary

2.

3.

4.

18

You are finished with Section 2

When you have finished give all your papers from this section and the Worksheet #11 to your teacher.

19

FANTASTIC!!! You have finished Section 2, now ask your teacher if you may take the Post-Test!

A copy of the post-test key may be found on page 36 of this guide.

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Rod Rock on the Move
Post-test

Name Key Date _____

Underline the part of each sentence that tells who or what the sentence is about.

1. You are buying groceries.
2. We will move soon.
3. The workers will need transportation.

Underline the part of each sentence that tells what happens in the sentence.

4. That man lives in the city.
5. Daddy takes a bus to work.
6. Ships carry people over water.

Use the words below to write statements.

7. skateboard Response should be a complete declarative sentence.
8. bike

Rod Rock on the Move-post-test

Put a ✓ before each sentence that is a question.

✓ 9. How many people work at the store?
✓ 10. When do they arrive?
___ 11. We need goods and services.
___ 12. Truck drivers are called truckers
✓ 13. Which person is a mail carrier

Circle the words from each pair that may begin questions.

14. a (what)
15. (which) blue
16. (why) people

Read each sentence. Make a question out of the sentence. Write the question on the line.

17. He drives his car to the store.

Does he drive his car to the store?
Accept other questions.

18. Mother will get a new job.

Will Mother get a new job?
Accept other questions.

Circle the letter of the right answer.

20. Communities use transportation to move people and things from one place to another. They do this with

a. airplanes and trains only.
b. one kind of transportation.
(c) many different kinds of transportation.
d. trucks, but not motorcycles.

Rod Rock on the Move-Post-test

21. If airline pilots do not work, what will this do to your family?

a. Nothing. My family does not make trips on airplanes.
(b.) It will take mail longer to get to us.
c. My family will not be able to make trips.
d. It will make airline trips cost less money.

CB DICTIONARY

ACE: friend

AFFIRMATIVE: yes

BACK: over; answer back

BACKDOOR: last CB car ot truck in a group of two or more

BAND-AID: ambulance

BEAR: police of any kind

BREAKER: request for use of CB channel

BUGS ON THE GLASS: insects on the windshield

CAB: the part of a truck where the driver sits

CAB OVER PETE: a cab of a truck on a Peterbilt truck

CHICKEN COOP: weigh station

CHOPPER: helicopter

CONVOY: a line of CB cars or trucks traveling the highway together. They are keeping in constant touch by CB.

COPY: Do you understand?

CRACKER BOX: very small car

CRUMB CRUSHERS: children

DANDRUFF: light snow

FRONT DOOR: first CB car or truck in a group of two or more

GOOD BUDDY: another CBer: friend

HANDLE: the code name a CBer uses

JIMMIE: GMC truck

MICRO-BUS: van

MILEMARKER: milepost along highway

MILK RUN: easy trip

NEGATORY: no

PUT THE HAMMER DOWN: to go faster

REEFFR: refrigerated truck

RUBBER DUCK: the first CB car or truck in a line of two or more. The rubber duck watches for police or trouble on the road.

SHORE: sure

SMOKEY: police

TANKER: tractor trailer carrying liquid

TEN-FOUR: hello, yes

TOLL: money that you must pay to use a road or bridge

TRUCKERS: truck drivers

Z's: sleep

A copy of this dictionary is included with the worksheets.

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

Red Rock on the Move
Pre-test

Name _____ Date _____

Underline the part of each sentence that tells who or what the sentence is about.

1. The factory sends goods to buyers.

2. Factory workers make products.

3. We will use the product.

Underline the part of these sentences that tells what happens in the sentence.

4. My mother bought some food.

5. A truck driver travels many miles.

6. The truck brings food to the supermarket.

Look at the picture below. Write two statements about the picture.

7. _____

8. _____

Put a √ before each sentence that is a question.

_____ 9. We live in the city.
_____ 10. Will Daddy take the bus to work?
_____ 11. Is Mother driving us to school
_____ 12. I will walk to school
_____ 13. Did you ride the bus

Circle the words from each pair that may begin questions.

14. the how

15. first which

16. when this

Read each sentence. Make a question out of the sentence. Write the question on the line.

17. You are going to work.

_____

18. He worked many hours.

_____

19. Joe rides a bike to school.

_____

Circle the letter of the right answer.

20. Communities use transportation to move people and things from one place to another. They do this with

a. trucks and cars only.
b. trains, but not trucks.
c. telephones.
d. many different kinds of transportation.

Red Rock on the Move
Post-test

Name _____ Date _____

Underline the part of each sentence that tells who or what the sentence is about.

1. You are buying groceries.

2. We will move soon.

3. The workers will need transportation.

Underline the part of each sentence that tells what happens in the sentence.

4. That man lives in the city.

5. Daddy takes a bus to work.

6. Ships carry people over water.

Use the words below to write statements.

7. skateboard _____

_____

8. bike _____

_____

Red Rock on the Move-post-test

Put a √ before each sentence that is a question.

_____ 9. How many people work at the store?
_____ 10. When do they arrive?
_____ 11. We need goods and services.
_____ 12. Truck drivers are called truckers
_____ 13. Which person is a mail carrier

Circle the words from each pair that may begin questions.

14.	a	what
15.	which	blue
16.	why	people

Read each sentence. Make a question out of the sentence. Write the question on the line.

17. He drives his car to the store.

_____

18. Mother will get a new job.

_____

Circle the letter of the right answer.

20. Communities use transportation to move people and things from one place to another. They do this with

a. airplanes and trains only.
b. one kind of transportation.
c. many different kinds of transportation.
d. trucks, but not motorcycles.

Red Rock on the Move-Post-test

21. If airline pilots do not work, what will this do to your family?

a. Nothing. My family does not make trips on airplanes.
b. It will take mail longer to get to us.
c. My family will not be able to make trips.
d. It will make airline trips cost less money.

Section 1

WORKSHEET #1

Name _____ Date _____

Look at the picture of Red Rock as it looks today. What can you notice about the city?

1. Make up at least 3 sentences about the buildings you see in the picture.

_____

_____

_____

2. Make up 2 sentences describing what it would be like to live in this city.

_____

_____

3. Make up 2 sentences telling about the kinds of transportation you see.

_____

_____

4. Look closely at the banks of the river. Write a sentence telling why this town was named Red Rock.

_____

_____

Section 1

ACTIVITY 2

Worksheet #2

Name _____ Date _____

THIS IS A STATEMENT

A sentence has two main parts. You can see the two main parts below.

FIRST PART	SECOND PART
The pilot	flew the plane.

The first part of the sentence is The pilot. The pilot is a person. The second part is flew a plane. It tells something about the first part. It tells what the pilot did -- flew a plane.

A sentence that tells something is called a statement. The first part of a statement usually names a person or thing. The second part of a statement tells something about the first part.

STATEMENT

A sentence like The boat floated down the stream has two main parts also.

FIRST PART	SECOND PART
The boat	floated down the stream.

The first part is The boat. The boat is a thing. The second part is floated down the stream. It tells what the boat did.

A sentence like The pilot flew a plane is called a statement. The sentence The boat floated down the stream is a statement, too. Each one of these sentences tells something.

The second part of a statement needs at least one word like:

have or has	live	go or goes
will	is or was	went
are	works	can

A city/is a group of communities.

1. Many people live in a city.
2. People have jobs in the city.
3. They travel to work in their cars.
4. My neighbor works in a factory.
5. The factory takes its products to people.
6. Ships travel from ocean ports.
7. Products are shipped from ocean ports.
8. Trucks carry freight to stores.
9. Men unload freight from the trucks.
10. Railroads take products to cities far away.

Section One
Activity 6
Worksheet #3

Name _____ Date _____

Use the maps and globes in your room to help you fill in this chart.

Pretend that you are moving from the first city in each block below to the second city in the block. What forms of transportation could you use to get goods and services from the first city to the second?

CITIES	FORMS OF TRANSPORTATION YOU COULD USE
From New York, New York to Boston, Massachusetts	
From Detroit, Michigan to San Francisco, California	
From Dallas, Texas to Fort Worth, Texas	
From Kansas City, Missouri to Mexico City, Mexico	

Section One
Activity 6
Worksheet #3 (Cont.)

CITIES	FORMS OF TRANSPORTATION YOU COULD USE
From Oklahoma City, Oklahoma to Tokyo, Japan	
From 19 Spruce Street to 20 Spruce Street	
From Springfield, Virginia to Richmond, Virginia	
From Cleveland, Ohio to London, England	
From St. Louis, Missouri to Leavenworth, Kansas	
123 N. Street in Maryville to 18 S. Street in Maryville	

Section Two
Activity 7
Worksheet #4

Name _____ Date _____

What Is A Question?

Use this worksheet with the tape, "Finding Out About Questions, Part One".

We are going to find out in this activity what a question is. You know that this sentence is a statement. It tells something.

Daddy is working.

Is the next sentence a statement?

Is Daddy working?

Of course it isn't a statement. It is a question. Many questions begin with words like:

Is	Have	Will
Are	Do	Would

We are going to change the first word of the statements on the next page to make them questions. But first let's do one together. Notice that all questions begin with capital letters and end with question marks.

1. The factory is on the corner.

The first one goes like this:

Statement: The factory is on the corner.

Question: Is the factory on the corner?

2. The man is bringing milk to the factory.

_____the man bringing milk to the factory? (Is)

3. Workers are going to make ice cream.

_____ the workers going to make ice cream? (Are)

4. Different flavors will be made.

_____ different flavors be made? (Will)

5. Workers have loaded ice cream on the truck.

_____ the workers loaded ice cream on the truck? (Have)

STOP! You may turn off the cassette and complete the next 10 on your own.

6. A man is driving the truck to the city.

_____ a man driving the truck to the city?

7. The ice cream will be taken to the grocery store.

_____ the ice cream be taken to the grocery store?

8. The factory workers have gone home.

_____ the factory workers gone home.

9. Some workers are going home in cars.

_____ some workers going home in cars?

10. All people do not leave by bus.

_____ all people not leave by bus?

11. The family will have ice cream for dessert.

_____ the family have ice cream for dessert?

12. The factory worker is taking a trip.

_____the factory worker taking a trip?

13. They are visiting a city far away.

_____ they visiting a city far away?

14. They have flown in an airplane on their trip.

_____ they flown in an airplane on their trip?

15. A taxi has taken them from the airport to a motel.

_____ a taxi taken them from the airport to a motel?

Section 2
Activity 8
Worksheet #5
CB Lingo Chart

Name _____ Date _____

These words are in the song, "Convoy". They are also in the CB Lingo Dictionary. Can you find out what they are? The VOWELS are missing. Fill in the missing vowels. Remember-vowel letters are A, E, I, O, U.

1. r _ bber d _ ck
2. g _ _ d b _ ddy
3. c _ nv _ y
4. b _ _ r
5. br _ _ ker
6. t _ n f _ _ r
7. ch _ ppers
8. sh _ re
9. c _ b
10. c _ py
11. m _ cro-b _ s
12. m _ lem _ rker
13. n _ gatory
14. p _t the h _ mmer d _wn
15. r _ efer
16. sm _ k _ y
17. t _ nker
18. t _ ll
19. tr _ ckers
20. b _ gs on the b _ mper

Section 2
Activity 10
Worksheet #6
Word Search

Name _____ Date _____

Can you find the twenty words that you found missing vowels for. Find the words from Worksheet #5 in this word search.

T O L L B C P R A K R X C V L D
H A F V C C U D L M R O V K C L
B U G S O N T H E B U M P E R X
E D R V N Z T S R E P P O H C O
A R M T V T H R Y E K O M S O N
R L I A O C E R E E F E R Y P P
E F L N Y D H E R L Y M R R Y N
C H E K D L A K V N W S I O T H
D O M E D T M A S H O R E T A B
C O A R U N M E T Z U E N A W V
R U R U B B E R D U C K N G S H
G U K R D K R B P B A C Q E T U
L H E B O N D C S T R U U N S K
L R R N O P O D M I C R O B U S
E D A N G E W R C M N T K S T O
R C K V T E N F O U R D B L E K

Section Two

Activity 11

Worksheet #7

Finding Out About Questions-Part Two

Name _____ Date _____

Is Was Did Does Would Have

In this question, a word is placed in front of is.

Why is he driving?

When was he driving?

Where did he drive?

How does he drive?

Who drove for the factory?

What was driven?

Are the sentences above questions? Does the first word help you find out? If you answered, "yes" to both of these questions, you are correct.

* *

STOP!!! Turn the cassette off. Try these on your own.

(1) Read each sentence below carefully. (2) Underline the first word of each sentence. (3) If the sentence is a question write YES in the blank beside it.

1. Did Alice go to work today? _____
2. Was the factory in the city? _____
3. How did he get to work? _____
4. When did he deliver the ice cream? _____
5. Where did the driver take the ice cream? _____
6. Did he take it to the grocery store? _____

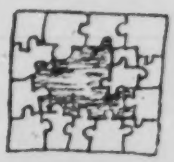
~ ~ ~ ~ ~ ~ ~ ~

A sentence that asks something is a question. Questions and statements usually don't begin the same way. Remember, questions may use these special words:

why	how
when	who
where	what

Section 2
Activity 12
Worksheet #8

Name _____ Date _____



Let's put the pieces together. You will remember that a sentence has two parts. Here is a sentence. Can you find the two parts? Draw a line between the first part and the second part of this sentence.

We have learned many things about transportation.

We have talked about many kinds of transportation which are important to consumers. List 5 kinds of transportation on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

We have studied two kinds of sentences, statements and questions. Look at the sentences below, put "S" beside the sentences that are statements and "Q" beside the sentences that are questions. You will also need to put capital letters and the correct ending mark at the end of the sentences.

_____1. all consumers need transportation

_____ 2. do the people who live in red rock communicate with each other

_____ 3. where will the worker take the ice cream

_____ 4. the family is taking an airplane on their trip

_____ 5. the lady will ride a bus to the factory

_____ 6. how will I get to school

_____ 7. the freight will be unloaded from the train

_____ 8. when will the truck driver arrive

_____ 9. our grocer sells many products to us

_____ 10. will you buy new jeans

Hand your paper in to your teacher when you are finished.

Section 2
Activity 14
Worksheet #9

Name _____ Date _____

Here are some questions. Write one or two statements which answer the questions.

1. Why do consumers need transportation? _____

_____

_____

2. Why must people communicate with each other? _____

_____

_____

3. In what ways do peop[illegible]end upon each other? _____

_____

_____

Your teacher has a chart of the different ways that all of the people in your room came to school this morning. Mark the chart to show how <u>you</u> came to school.

Hand in this activity when you complete the worksheet.

Section 2
Activity 15
Worksheet #10

Name _____ Date _____

1. Listen to the tape, "Red Rock Long Ago".

2. Use the special words to write questions about Red Rock long ago. Try to write at least 3 under the space by the special word that asks the question.

WHY

1. _____

2. _____

3. _____

WHEN

1. _____

2. _____

3. _____

WHERE

1. _____

2. _____

3. _____

HOW

1. _____

2. _____

3. _____

WHO

1. _____

2. _____

3. _____

WHERE

1. _____

2. _____

3. _____

Section 2
Activity 16
Worksheet #11

Name _____ Date _____

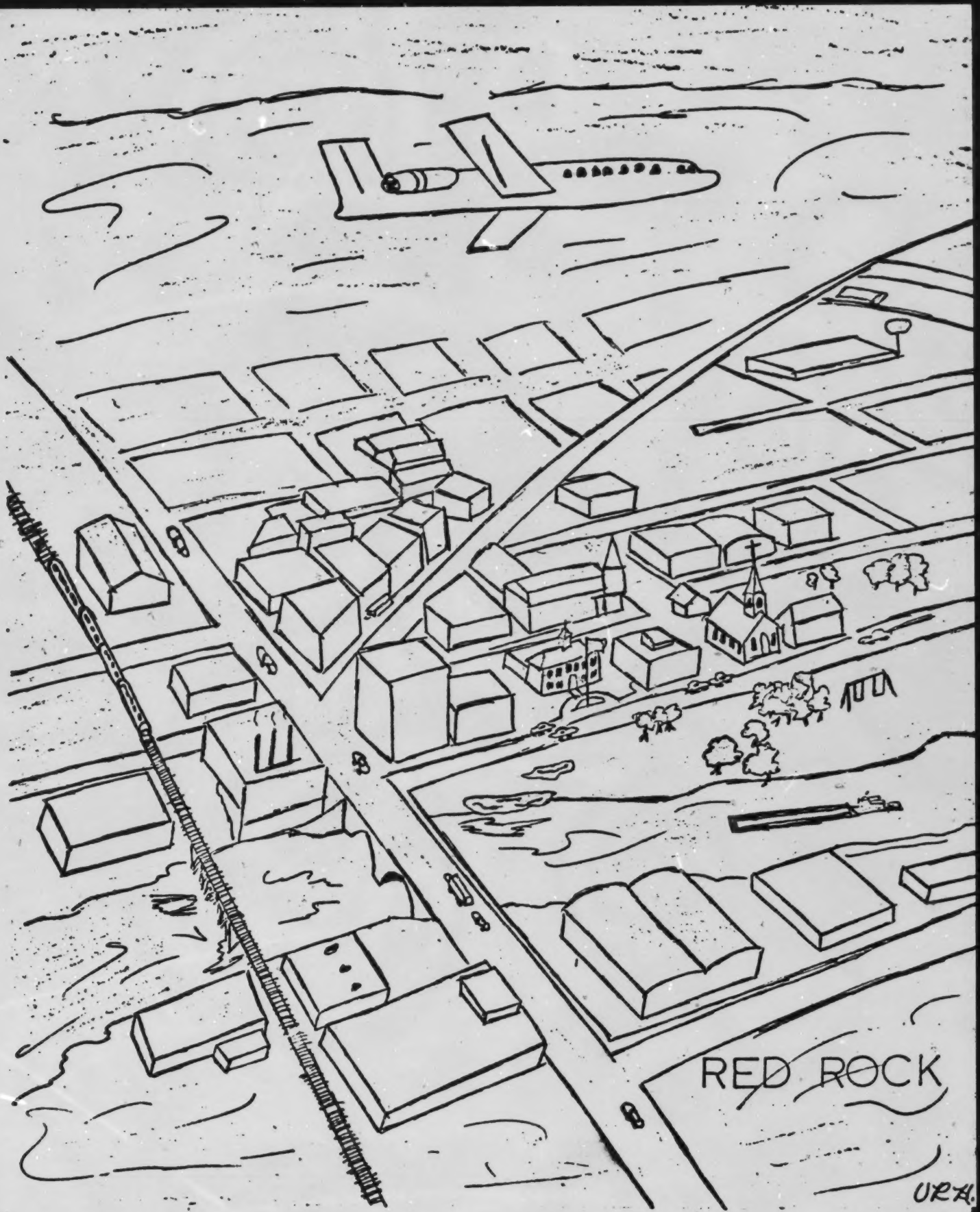
Write three good questions about each of the pictures below. Use the lines below the picture for your questions. These pictures show people who bring goods and services to the people of Red Rock. Draw pictures to place the people in. Remember: Use capital letters and questions marks on your questions.

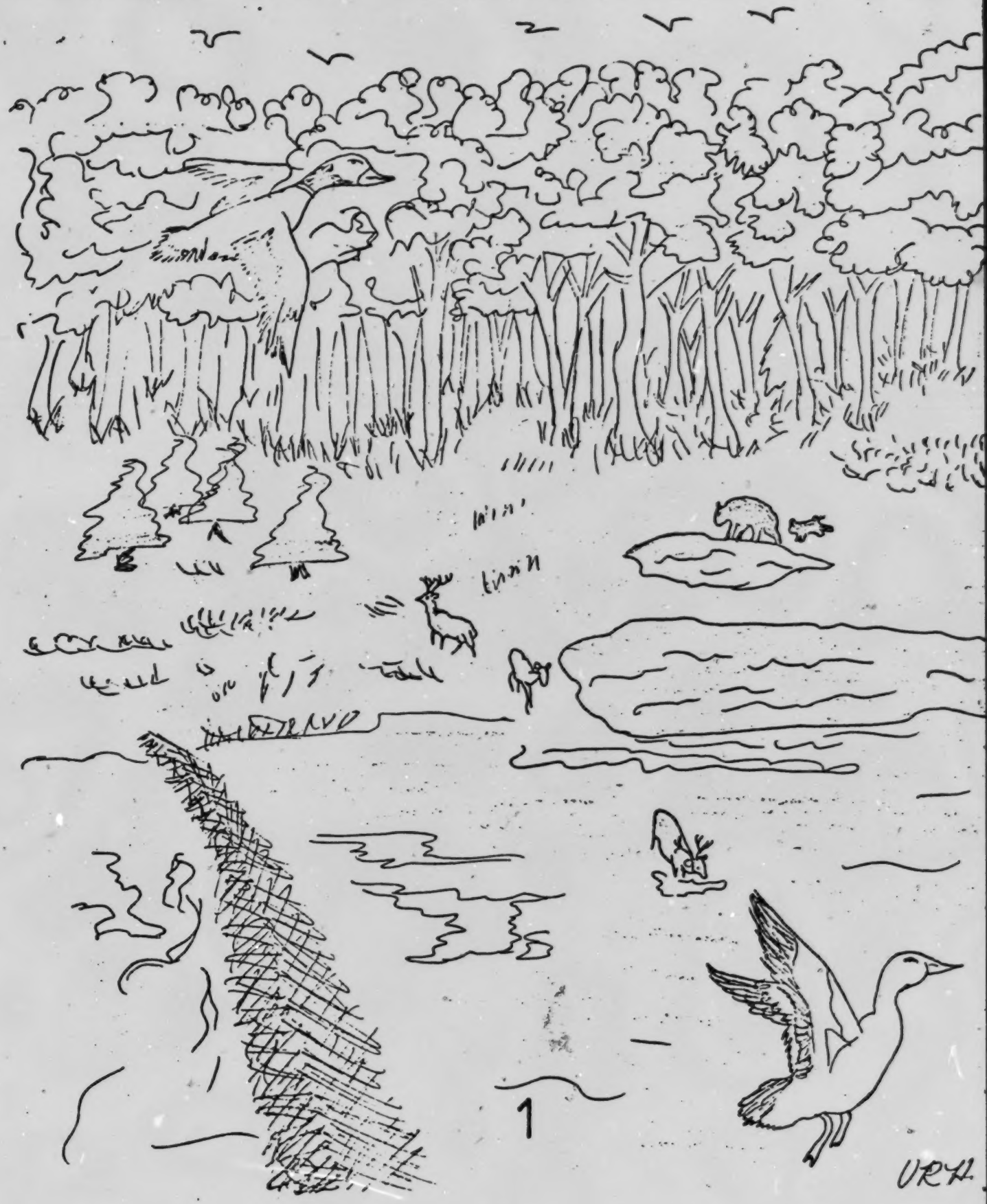
1.

2.

3.

4.


RED ROCK


1

2
URH

CB LINGO DICTIONARY

ACE: friend

AFFIRMATIVE: yes

BACK: over; answer back

BACKDOOR: last CB car ot truck in a group of two or more

BAND-AID: ambulance

BEAR: police of any kind

BREAKER: request for use of CB channel

BUGS ON THE GLASS: insects on the windshield

CAB: the part of a truck where the driver sits

CAB OVER PETE: a cab of a truck on a Peterbilt truck

CHICKEN COOP: weigh station

CHOPPER: helicopter

CONVOY: a line of CB cars or trucks traveling the highway together. They are keeping in constant touch by CB.

COPY: Do you understand?

CRACKER BOX: very small car

CRUMB CRUSHERS: children

DANDRUFF: light snow

FRONT DOOR: first CB car or truck in a group of two or more'

GOOD BUDDY: another CBer: friend

HANDLE: the code name a CBer uses

JIMMIE: GMC truck

MICRO-BUS: van

MILEMARKER: milepost along highway

MILK RUN: easy trip

NEGATORY: no

PUT THE HAMMER DOWN: to go faster

REEFER: refrigerated truck

RUBBER DUCK: the first CB car or truck in a line of two or more. The rubber duck watches for police or trouble on the road.

SHORE: sure

SMOKEY: police

TANKER: tractor trailer carrying liquid

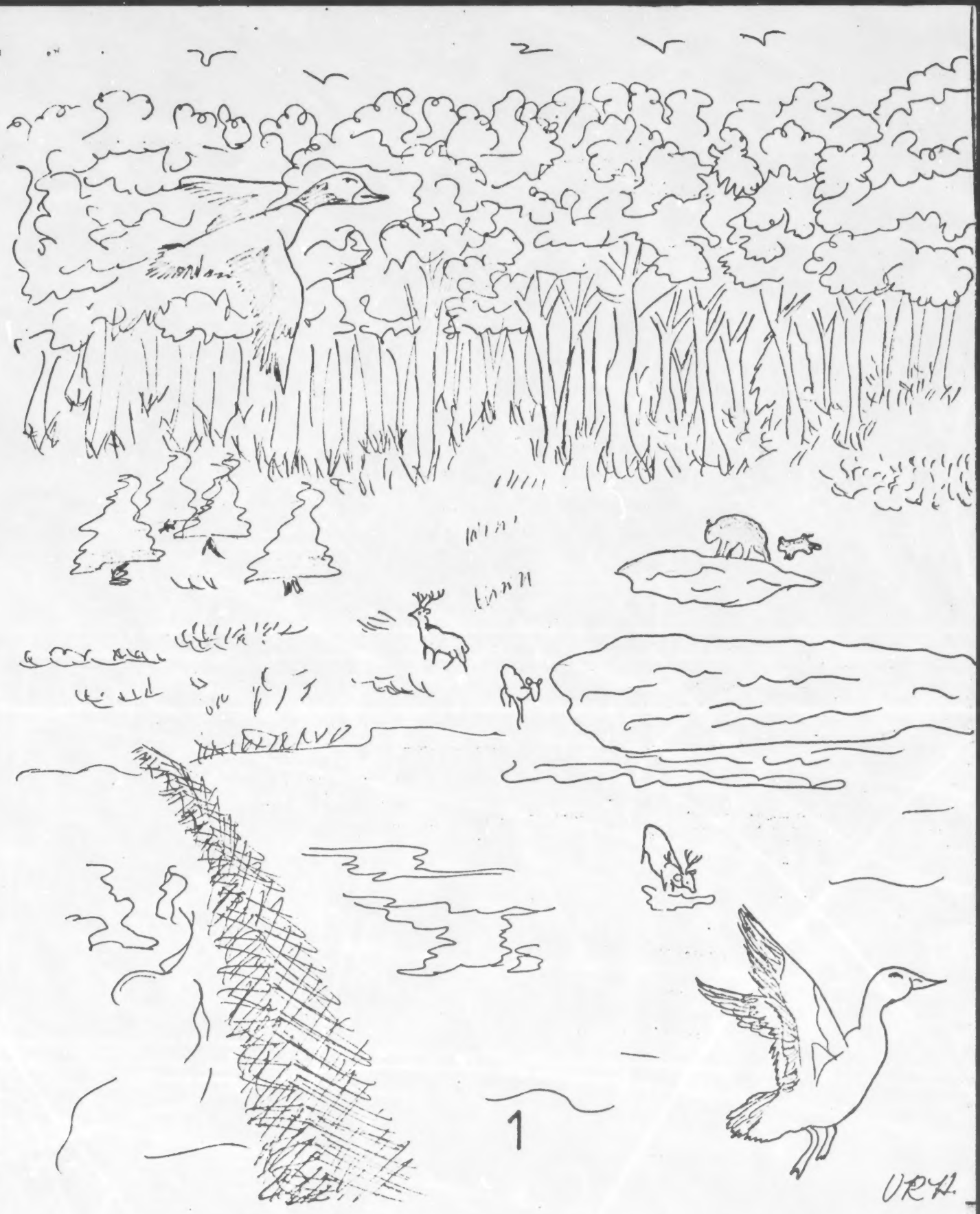
TEN-FOUR: hello, yes

TOLL: money that you must pay to use a road or bridge

TRUCKERS: truck drivers

Z's: sleep

RED ROCK
URA.


1
URH.

2
URH

SELF-CHECK

ACTIVITY 7

Worksheet #4

6. A man is driving the truck to the city.

   Is a man driving the truck to the city?

7. The ice cream will be taken to the grocery store.

   Will the ice cream be taken to the grocery store?

8. The factory workers have gone home.

   Have the factory workers gone home.

9. Some workers are going home in cars.

   Are some workers going home in cars?

10. All people do not leave by bus.

    Do all people not leave by bus?

11. The family will have ice cream for dessert.

    Will the family have ice cream for dessert?

12. The factory worker is taking a trip.

    Is the factory worker taking a trip?

Self-Check (Con't)

13. They are visiting a city far away.

    Are they visiting a city far away?

14. They have flown in an airplane on their trip.

    Have they flown in an airplane on their trip?

15. The taxi has taken them from the airport to a motel.

    Has the taxi taken them from the airport to a motel?

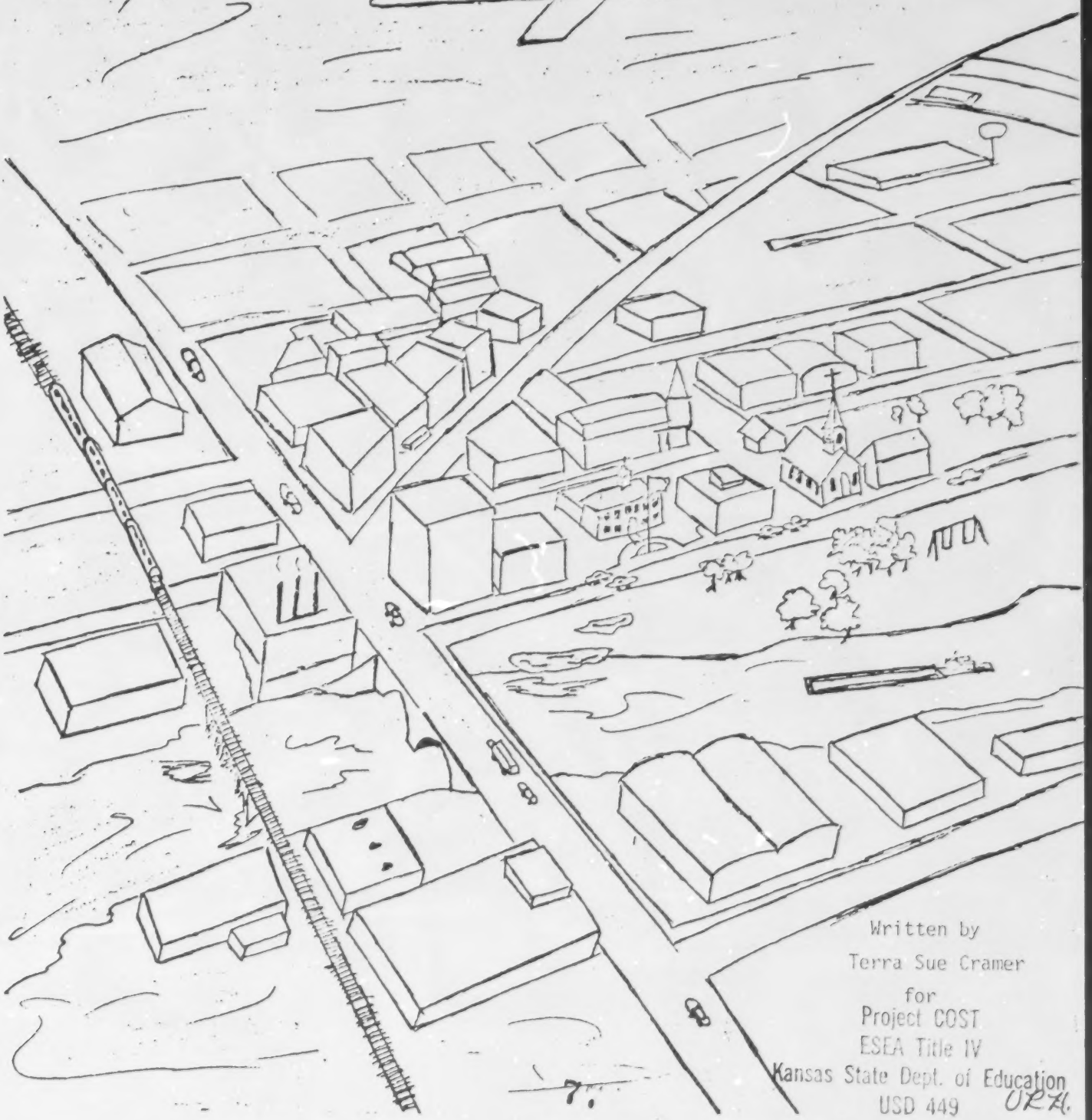
Self-Check Section One Activity 2

A city/is a group of communities.

1. Many people/live in a city.
2. People/have jobs in the city.
3. They/travel to work in their cars.
4. My neighbor/works in a factory.
5. The factory/takes its products to people.
6. Ships/travel from ocean ports.
7. Products/are shipped from ocean ports.
8. Trucks/carry freight to stores.
9. Men/unload freight from the trucks.
10. Railroads/take products to cities far away.

RED ROCK on the MOVE

Student Material



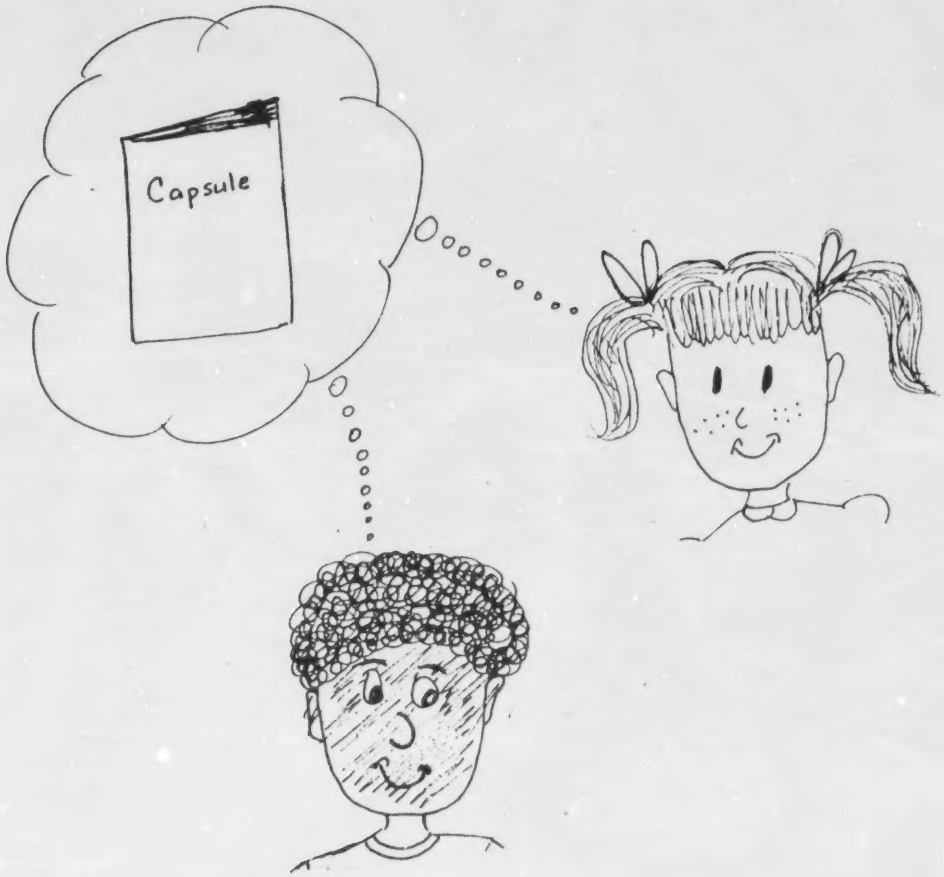
Written by
Terra Sue Cramer
for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

* Keep your work from each section together.

* Turn in all your work as you complete each section.

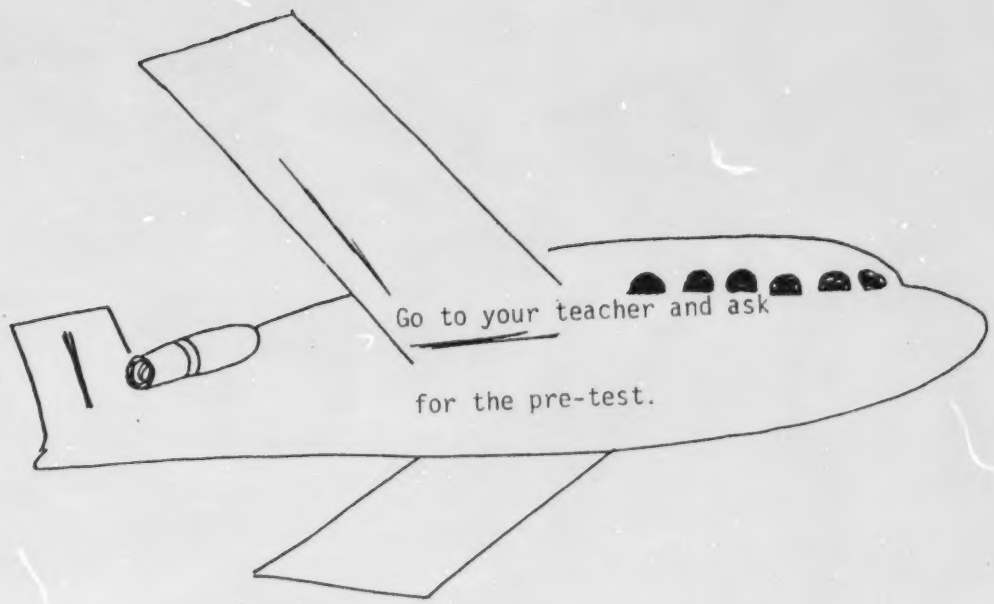
* Your teacher will tell you where to find the materials you will need to complete the activities.

* Do <u>not</u> write in the capsule.

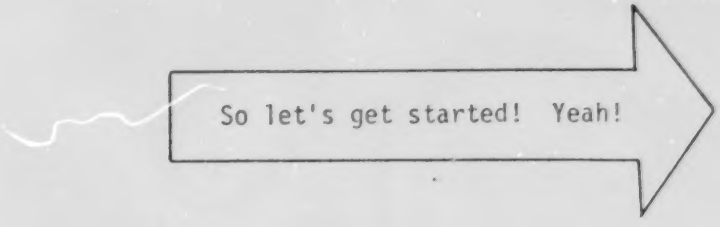


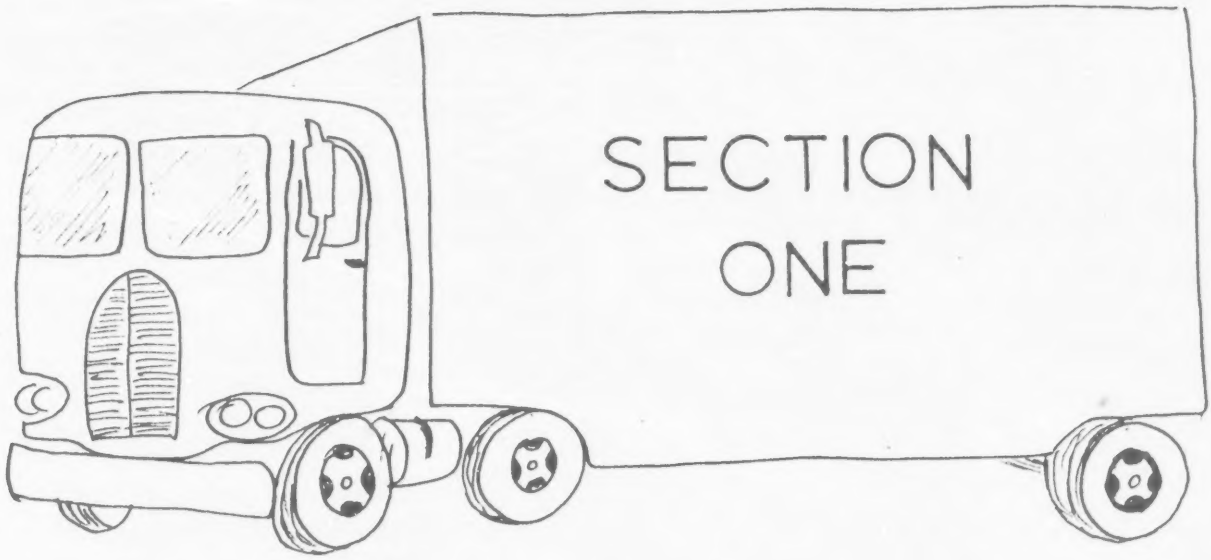
This is a learning capsule. It contains many different activities to help you learn. There are three parts or sections in the capsule. You will not do all of the activities in each section. Sometimes you will be told which activities you are to do.

Before you begin you will complete a pre-test to see what you already know about the materials in this capsule. After you finish each section you will need to complete a self-check activity to see how well you learned the new material. When you finish the capsule, you will be asked to take a post-test.


Go to your teacher and ask
for the pre-test.

When most boys and girls are between the ages of one and two they begin to talk. Often they start with simple words like "Mama" and "Daddy". The little child soon begins to add words onto the words he already knows such as: "I want Mama" or "I see Daddy". It is a giant step in learning to use language. As children get older they begin to speak good sentences so that they can communicate with other people in their community. In this capsule you will be learning how to write two different kinds of sentences. You will also be learning about the different means of transportation that would be found in a community.




SECTION
ONE

SECTION ONE

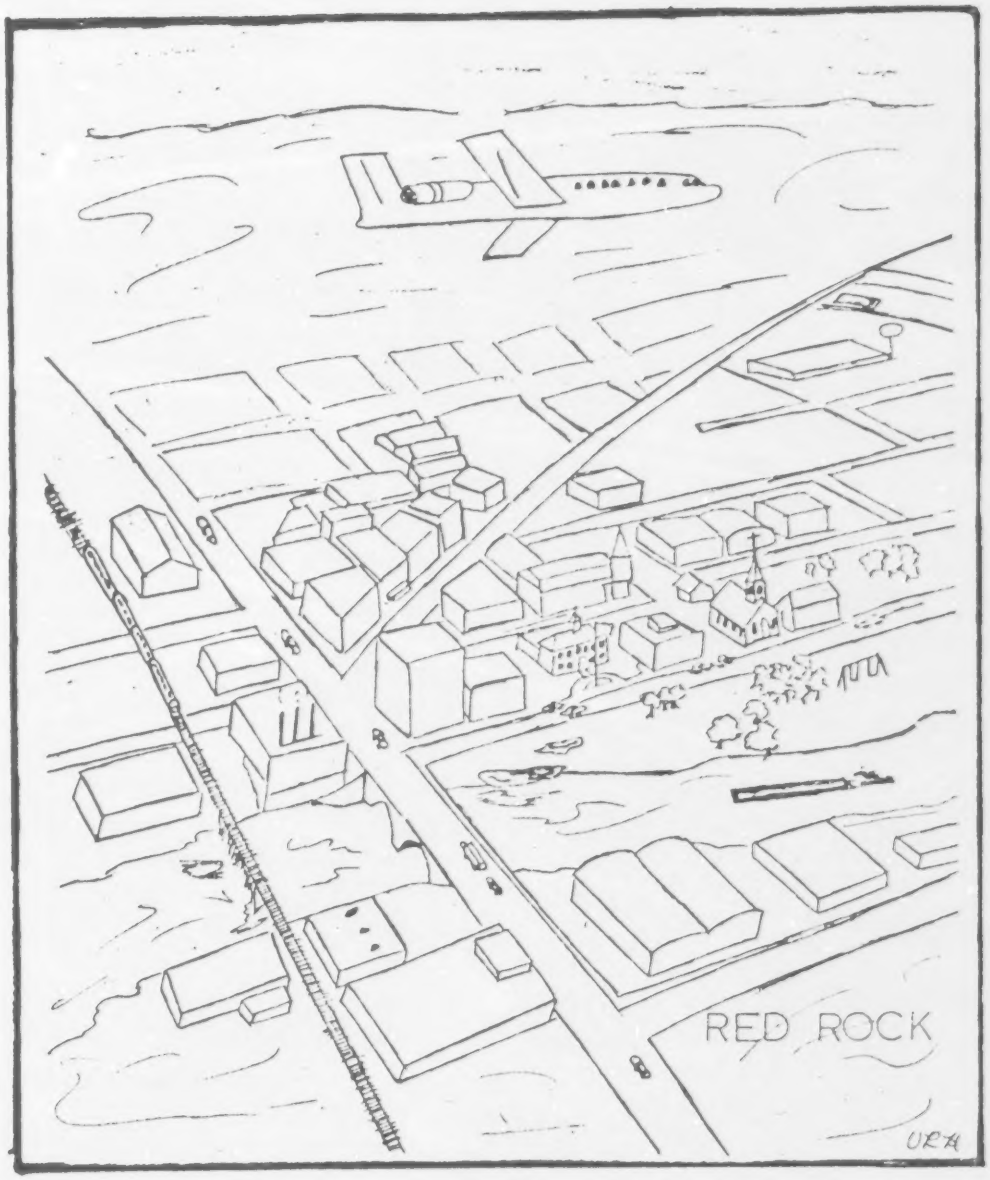
OBJECTIVES

When you finish this section you will be able to:

* recognize the two parts in a sentence.

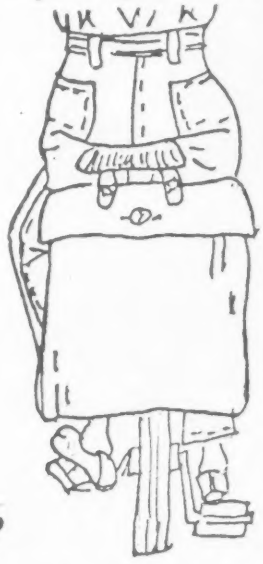
* write a statement.

* analyze ways that communities use transportation to move people and things from one place to another.



This is the community of Red Rock. It is a busy city. Many people live and work here. They depend on others for transporting many of the things they need. If you lived here you might buy food at a grocery store. You might go to a department store for clothing. Your parents might ride a bus to work. They might work in a factory that makes ice cream. You might drive a truck that carries the ice cream to stores in Red Rock and other cities.

You see, transportation is important in two ways. The first way starts with you! How did you get to school this morning? Some of you might have walked or ridden your bicycle. Others of you might have been driven in a car by your parents. The bus driver might have picked up some boys and girls living a farther distance from school. Whether it happened by walking or riding in a car or bus, you all depended on transportation for getting you to school today. You also depend on transportation for the carrying or transporting of good from producer to consumer. For example, the farmer has to have a way of transporting his crops (goods) to the grocery store for you the consumer. Look at the jeans that you have on now. First they were made by a company who makes jeans. Then they were delivered to the clothing store where you bought them. What kinds of transportation do you think it took for the jeans to get from the person who made them to you today? If you think by means of trucks or railroad, then you are probably right! Good, now you are getting the idea about the means of transportation.



Because you depend on others for the things you need, it is important to be able to communicate. You have to be able to tell the man at the grocery store what you need. You must tell the person at the clothing store which jeans you like. The bus driver must tell your parents how much it costs to ride the bus. Your parents must be able to talk with the other people who work with them at the factory. The truck driver must be able to tell the grocer what flavor of ice cream he is delivering.

These are the things you will be learning about in this section--communication skills and transportation.

Here are some activities that will help show you the two parts of a sentence.

FIRST PART	SECOND PART
Daddy	is working at the factory.

Do all of the activities marked with a star * and choose two other activities.

*1. Look very carefully at the picture titled "Red Rock" in the English Center. Then complete the four activities using your pencil and Worksheet #1. (1) Make up at least three sentences about the buildings you see in this picture. (2) Make up two sentences describing what it would be like to live in this city. (3) Make up two sentences telling about the kinds of transportation you see. (4) Look closely again at the banks of the river. Write a sentence telling why this town was named Red Rock.

*2. At the English Center listen to the tape, "This Is a Statement" and use Worksheet #2 along with it.

3.

You may make a book about the imaginary city of Red Rock. At the English Center look carefully at picture cards #1 and #2. Take a paper booklet from the center. Make a title for chapter 1. Write as many sentences as you can to tell about the pictures. Draw pictures about the sentences. Show your book to your teacher when you have finished.

4.

Begin a word list in your booklet by looking up these words in the dictionary:

1. community
2. city
3. job
4. factory
5. product
6. transportation

Write the word and its definition on the lined paper in the booklet.

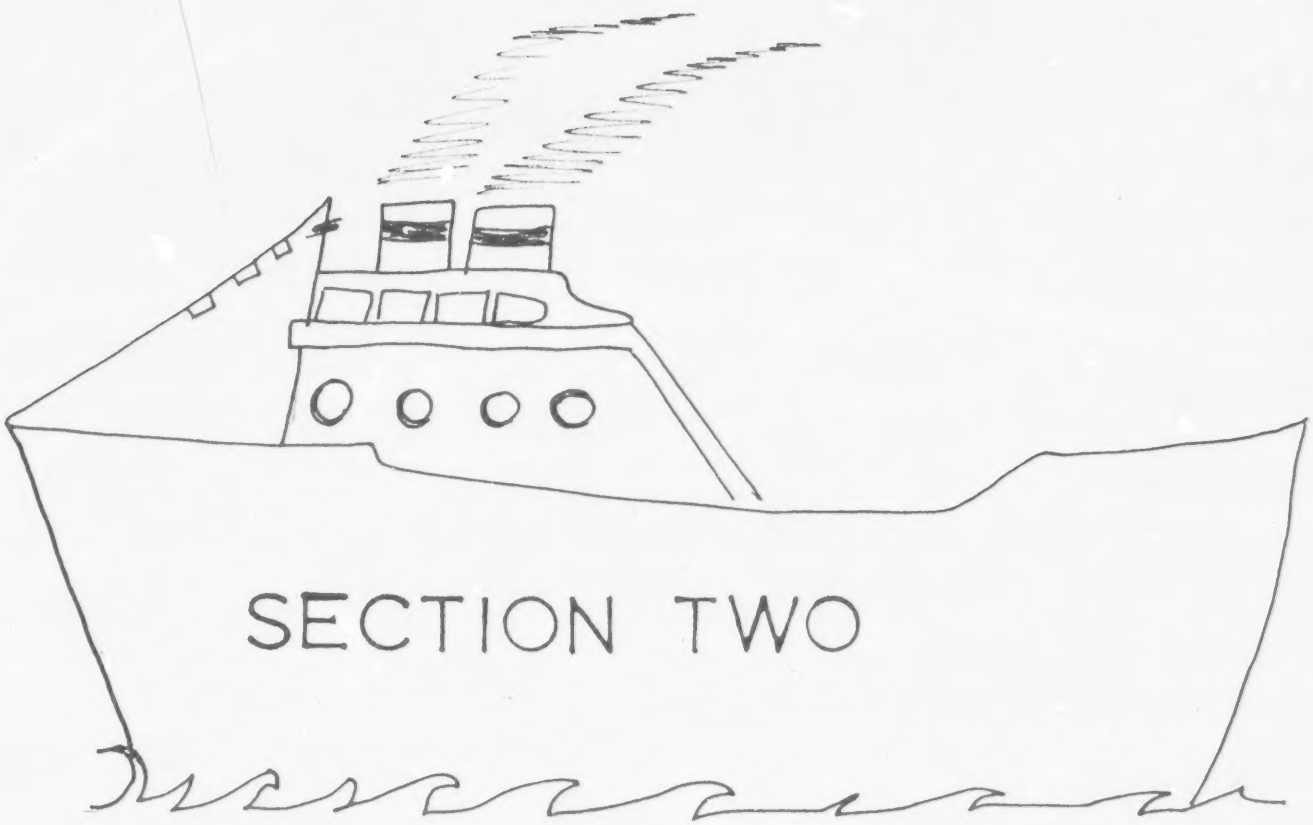
5.

Write sentences in your booklet using the words from activity 4.

*6.

Make a bulletin board display of CITIES AROUND THE WORLD.

(1) Use pictures from magazines, newspapers, or travel posters. (2) Labels of cardboard or construction paper should be used to tell about the city. (3) Use a flat world map to show where the city is located. Use a straight pin with a paper marker to show where the city is on the map. (4) Now go the the English Center and find Worksheet #3. Look at the cities listed on your worksheet and find them on your map. If you were in charge of moving goods from Town A to Town B list on your worksheet all of the forms of transportation that you could use. Do the same for all of the other cities on the worksheet. Think of as many forms of transportation as you can.

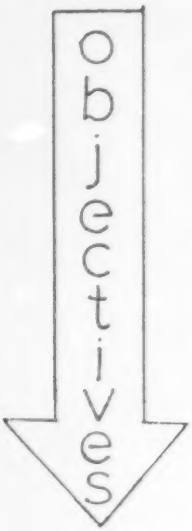


SECTION TWO

Section 2

Let's find out what a question is...

You learned that a sentence is a statement. It tells something. Another kind of sentence is a question. A question asks something. You use questions when you need to find an answer to something. If you ride the bus to school you might need to ask what time the bus will pick you up. If you find just the pair of jeans that you wanted you would need to ask how much they cost. If a grocery store orders ice cream the factory needs to ask how much ice cream his store needs. Truckers taking the ice cream to the store might need to ask the address. In this section we will be learning to ask questions so that we can communicate better. We will also be learning more about transportation.



Now you are ready for the next section!

When you finish this section you will be able to:

* recognize that a question is a sentence that asks something.

* name words that questions begin with.

* write questions from a statement.

Activities

Here are some activities to help you learn about questions.

DO ALL OF THE STARRED * ACTIVITIES AND TWO OF THE OTHER ACTIVITIES.

*7. Go to the English Center and find the tape, "Finding Out About Questions, Part 1". Then take Worksheet #4 and get ready to listen and follow directions.

> We have learned that trucks bring goods to us. People who drive trucks are called truckers. Truckers have a language all their own. If you have a CB radio you probably know some of the words in their language. At the English Center you will find a CB Lingo Dictionary. Lingo means language. Use the dictionary to help you complete these activities.

*8. Listen to the tale, "Convoy" by C.W. McCall. Use the tape to complete Worksheet #5. If your teacher does not have this tape use the CB Lingo Dictionary to complete the worksheet.

*9. Use the CB Lingo Dictionary. Write at least 12 questions using CB lingo. Write your questions on tablet paper. Do not forget that questions begin with a capital letter and end with a question mark.

10. Complete the Word Search on Worksheet #6 by using the list of words from Worksheet #5.

*11. Go to the English Center and find the tape, "Finding Out About Questions, Part 2". Then take Worksheet #7 and get ready to listen and follow directions.

12. Let's put all the things we've learned together. Worksheet #8 will help you do this.

13. Use magazine pictures to make a collage showing trucks or other kinds of transportation. Draw the outline of a truck on a piece of construction paper. Find pictures of different kinds of trucks in magazines. Cut them out and glue them inside the picture of the truck. The pictures may overlap and use up all of the space.

*14. Do Worksheet #9. See how much you have learned! Give your paper to your teacher when you are done.

15. Listen to the tape "Red Rock Long Ago". Look at Worksheet #10. Complete these activities. (1) Write three good questions about each picture on the lines below the picture. (2) Draw scenes to place these buildings in. (3) Hand this in to your teacher.

16. Do Worksheet #11. Write a question with

why	how
when	who
where	what

Here is your word list:

wagon	trading post
teepee	horse
school	car
train	gasoline station

When you have finished give all your papers from this section and the Worksheet #11 to your teacher.

FANTASTIC!!! You have finished Section 2, now ask your teacher if you may take the Post-Test!